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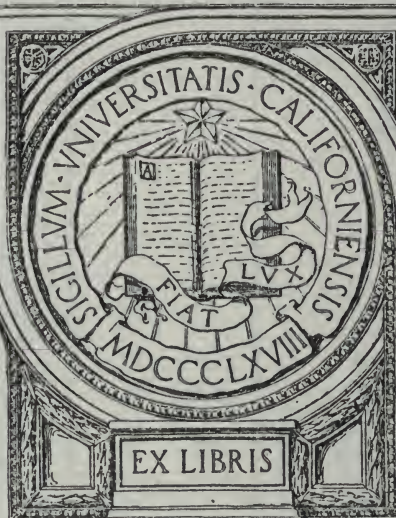
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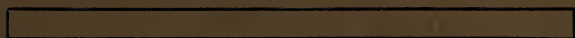
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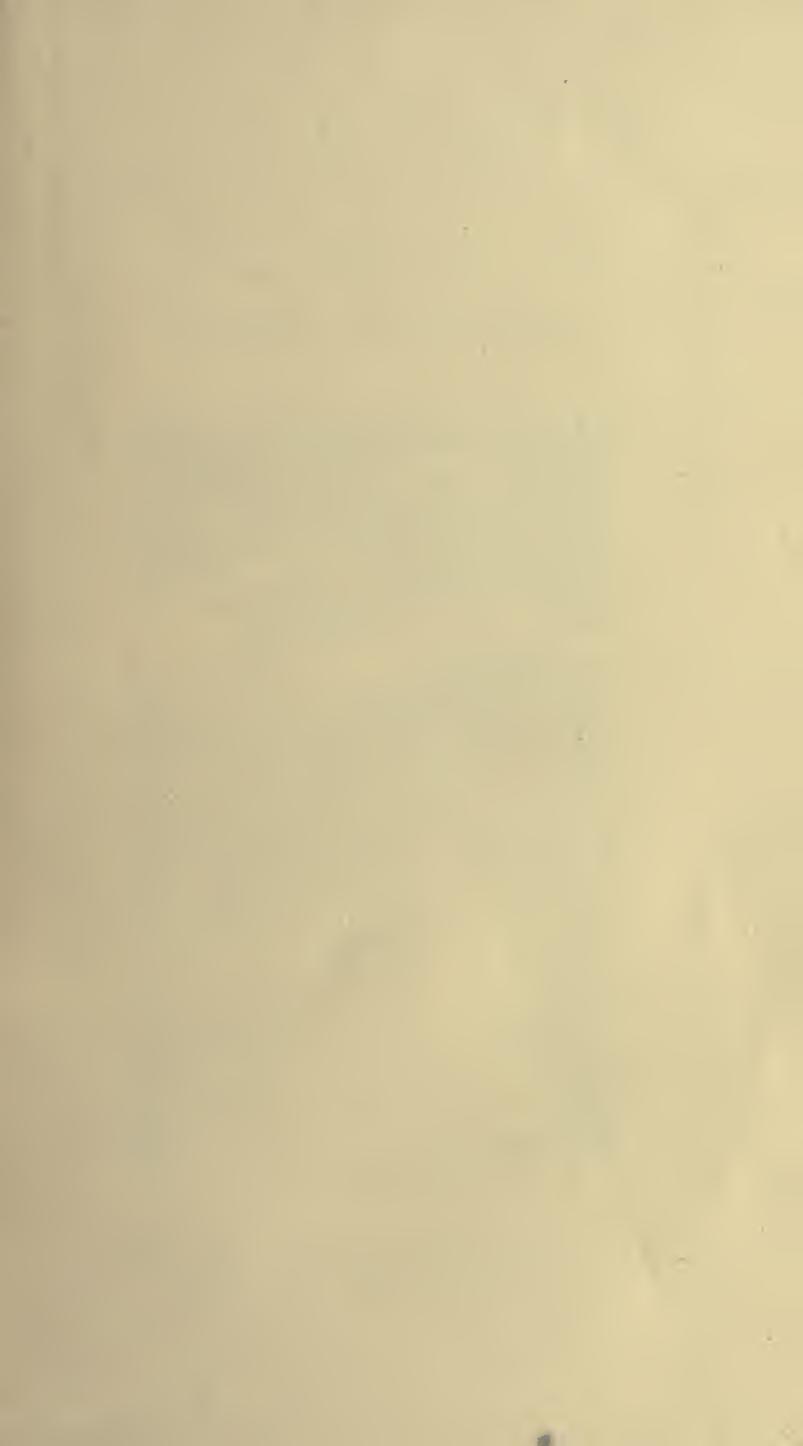
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GUIDE POSTS





GUIDE POSTS

*on The Highways and
Byways of Education*



THE PUBLIC SCHOOLS OF AMERICA
THE HOPE OF DEMOCRACY

LIBRARY OF
CALIFORNIA

GUIDE POSTS

On The Highways and Byways
of Education

Compiled by
Gertrude F. Rowell
and her students

984k

Gertrude F. Rowell




Printed by
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Guide Posts

To be glad of life because it gives you the chance to love and to work and to play and to look up at the stars; to be satisfied with your possessions, but not content with yourself until you have made the best of them; to despise nothing in the world except falsehood and meanness, and to fear nothing except cowardice; to be governed by your admirations rather than by your disgusts; to covet nothing that is your neighbor's except his kindness of heart and gentleness of manners; to think seldom of your enemies, often of your friends, and every day of Christ; and to spend as much time as you can, with body and with spirit, in God's out-of-doors. These are the little guide-posts on the footpath to peace.

—Henry Van Dyke



TO YOUR CHUM AND MY CHUM

He stood at the crossroads all alone,
With the sunrise in his face;
He had no fear for the path unknown,
He was set for a manly race.
But the road stretched east and the road stretched
west;
There was no one to tell him which way was best;
So my chum turned wrong and went down, down,
down,
Till he lost the race and the victor's crown,
And fell at last in an ugly snare,
Because no one stood at the crossroads there.

Another chum on another day,
At the selfsame crossroads stood;
He paused a moment to choose the way
That would lead to the greater good.
And the road stretched east and the road stretched
west;
But I was there to show him the best!
So my chum turned right and went on and on,
Till he won the race and the victor's crown;
He came at last to the mansions fair,
Because I stood at the crossroads there.

Since then I have raised a daily prayer,
That I be kept faithfully standing there,
To warn the runners as they come,
And save my own or another's chum.

—Laura Soper.

The Invitation

*Will you take a little journey and
read the Guide Posts?*

Memory brings to mind a picture in an old McGuffey Third Reader, of a tall guide post and a little boy looking up at it through the gathering darkness. Under the picture was this inscription: "It was a friendly guide post, his wandering steps to lead."

The destruction of standards, as well as of life, produced by the World War, caused a little book called **Guide Posts in Education** to be written. Seven years have passed and again the message of **Guide Posts** insists upon expressing itself.

Our young people are so fine. It has always been a joy to work with them. They are so enthusiastic and so ready to be up and doing worthwhile things, if we will only give them a little kindly and intelligent guidance. Do we do it? Do we try to reconstruct the highways, so that they may be at least passable, even if dangerous? Do we keep the byways open, so that they may wander through the quiet places, and get the Vision?

Let us study the problem, try to understand it, and set up attractive and reliable guide posts.

It is with this thought in mind that this little book is compiled. It aims simply to indicate directions. Each must do his own travelling. The hope is that it may help you to make that vision a little clearer so that your abstract ideals take on concrete forms; that because of it the road is a little surer and plainer for yourself and those who journey with you.

May you so travel that you
"see the sun without regretting,
You hail his advent the night forgetting,
You have enough to spare to know the joy of
giving
And thrill to every sweet of life while living."

—Gertrude F. Rowell

Build Strong and Sure for Others

THE BRIDGE

An old man, going a lone highway,
Came at the evening, cold and gray,
To a chasm vast and deep and wide.
The old man crossed in the twilight dim,
The sullen stream had no fear for him;
But he turned, when safe on the other side,
And built a bridge to span the tide.
"Old man," said a fellow pilgrim near,
"You are wasting your strength with your building
here;

You never again will pass this way.
Your journey will end with the ending day,
Why build this bridge at evening tide?"
You've crossed the chasm, deep and wide,
The builder lifted his old gray head—
"There followeth after me today
"Good friend, in the path I come," he said,
A youth whose feet must pass this way.
This chasm, that has been naught to me,
To that fair-haired youth may a pitfall be;
He, too, must cross in the twilight dim—
Good friend, I am building this bridge for him."

See the Stars

Ideals are the stars; you will not succeed in touching them with your hands, but like the seafaring man on the desert of waters, you choose them as your guides, and following them you reach your destiny.

—Carl Schurz.



One ship drives west and another east
By the selfsame winds that blow:
'Tis the set of the sails and not the gales
That will tell them the way to go.

Like the winds of the sea are the ways of fate
As we voyage along through life:
'Tis the set of the soul that decides the goal
And not the calm nor the strife.



Ideals

What is your vision ?

Truth and right are the stars to guide you. As you leave your Alma Mater and enter on the highway of life, may they shine clear and grow ever brighter as you seek to know yourself and your work.

Your hopes for your children inspire you. You see yourself with your clothes clean and appropriate, your hair well combed, and your manner genuine, gracious, and pleasant. You work and play so that life is richer and better as you move forward thoughtfully, pleasantly, and hopefully.

Understand God and value His riches. Teach children the Golden Rule by living it. Have them share their good things with each other, their community, a neighboring school.

Serve Hopefully

"I said it in the meadow-path,
I say it on the mountain stairs;—
The best thing any mortal hath
Are those which every mortal shares.

The air we breathe, the sky, the breeze,
The light without us and within;—
Life, with its unlocked treasures,
God's riches,—are for all to win.

The grass is softer to my tread,
For rest it yields unnumbered feet;
Sweeter to me the wild-rose red;
Because she makes the whole world sweet."



"Take time to speak a loving word
Where loving words are seldom heard;
And it will linger in the mind,
And gather others of its kind,
Till loving words will echo where
Erstwhile the heart was poor and bare;
And somewhere on thy heavenward track
Their music will come echoing back,
And flood thy soul with melody,
Such is Love's immortality."

Warning

Do you and your children share your riches?

In the year 1914 there was plenty of food and clothing for all the world if properly distributed. Imagine the nations who warred against one another uniting and putting the same thought and energy into a more equal and just distribution of the world's goods. "Love your neighbor as yourself" is the lesson the world must learn.

Study and criticize carefully your methods and results. Hearing lessons, giving marks and passing grades does not always bring the results we want. You must have a higher motive than following the curriculum and drawing your salary.

Think of school life as real life. Cooperate in school work. Teach a child always to do his best. Never do a thing just to get ahead of someone else. Don't praise children, praise their good qualities. Being teacher's pet often spoils excellent material. Value all good, helpful work. Love your neighbor with kindly acts. Share your riches. Know where, why, and how you are travelling. Life is an exchange. Give and take a helping hand on the road.

Seek the Truth

O who will walk a mile with me,
Along life's merry way?
A comrade blithe and full of glee,
Who dares to laugh out loud and free,
And let his frolic fancy play
Like a happy child through the flowers gay
That fill the fields and fringe the way
Where he walks a mile with me.

—Henry Van Dyke.

A PRAYER

These are the gifts I ask of thee, Spirit serene,—
Strength for the daily task;
Courage to face the road;
Good cheer to help me bear the traveller's load;
And for the hours of rest that come between,
An inward joy in all things heard and seen.
These are the sins I fain would have Thee take
away,—
Malice and cold disdain;
Hot anger, sullen hate;
Scorn of the lowly, envy of the great;
And discontent that casts a shadow gray
On all the brightness of a common day.

—Henry Van Dyke.

The Way

Where, why, and how are you going?

School life should be real, vital life to teacher and child, full of information, joy, and inspiration. Know what you are going to do and why you do it. Find out how to do it, and then do it.

Never ask or expect a child to do anything you can not give him an intelligent reason for,—one which he can understand. Boards of education must be able to do the same thing. Certain work should be required and mastered by all,—it constitutes the “Highway” of education. Certain other work now demanded should be left to the option of teacher and pupils,—it represents the “Byways.”



Develop a Social Conscience

A new vision must come to the school world of America, a vision that reveals it to itself as the moulder of the soul-stuff of the nation in the likeness of the ideal humanity, and to so fit the framework of educational activities that the translation of the ideal republic into the terms of practical democratic living may speedily and beautifully be made effective.

Mary C. C. Bradford

L I F E

Life is a gift to be used every day,
Not to be smothered and hidden away;
It isn't a thing to be stored in the chest,
Where you gather your keepsakes and treasure
your best;

It isn't a joy to be sipped now and then
And promptly put back in a dark place again.
Life is a gift that the humblest may boast of
And one that the humblest may well make the most
of.

Get out and live it each hour of the day,
Wear it and use it as much as you may;
Don't keep it in niches and corners and grooves,
You'll find that in service its beauty improves.

The Highway

The war taught us unity of action. There should be a National "Highway" of Education radiating from Washington. Comprehensive reading, correct spoken and written English, the fundamentals in arithmetic, certain facts in science, history, and geography are necessary tools if any one is to be a capable citizen in a democracy.

If people are to work together intelligently, a common body of knowledge which all can understand and use is absolutely essential. As a nation we should unite upon it and try to find out the best known way of acquiring it. Intensive work and drill in fundamentals, when gone at in the right way with the average child, soon produce valuable results.

We are united as to the need of education, but not as to the way and the how. Tradition is strong with both teachers and the public and we still often travel on foot or horseback on some old wornout trail that goes to no particular place. Let us as a nation adopt certain fundamental essentials as a "Highway" being sure to leave large opportunities for teachers, children, and communities to establish their own "Byways."

Take time to Play

I like a road that leads away to prospects white
and fair,
A road that is an ordered road, like a nun's evening
prayer;
But, best of all, I love a road that leads to God
knows where.
You come upon it suddenly—you cannot seek it out;
It's like a secret still unheard and never noised
about.
But when you see it, gone at once is every lurking
doubt.
It winds beside some rushing stream where aspens
lightly quiver;
It follows many a broken field by many a shining
river;
It seems to lead you on and on, forever and forever!
You tramp along its dusty way, beneath its shadowy
trees,
And hear beside you chattering birds or happy
booming bees,
And all around you golden sounds, the green leaves'
litanies.
A winding road, a loitering road, a fingermark
of God
Traced where the Maker of the world leaned over
ways untrod.
See! Here He smiles His glowing smile, and lo,
the Golden Rod!
I like a road that wanders straight; the King's
highway is fair,
And lovely are the sheltered lanes that take you
here and there;
But, best of all, I love a road that leads to God
knows where.

—Charles Hanson Towne

The Byways

Do you know the joy of the winding road?

The teacher who succeeds in imparting zest to education, who brings about an association of books and the things of school with joy, is a public benefactor. Why should the adventure of mind into the unknown be associated with drudgery? Is it not possible to make of education the great romance of life, to bring it home as a great drama of exploration, discovery, and conquest?

—John Dewey

Much of literature, history, music, art, science, nature study, geography constitute the "Byways." These are often spoken of as cultural subjects. general reading, type studies, debates, discussions, reports, special programs, dramatization, pictures, out-door excursions, games are used to good advantage in acquiring them. The method might be called absorption.

The aim should be to stimulate the child's interest, develop his natural capacities and give him knowledge and appreciation of those things which add to life's pleasure. If a child is to become a good American citizen he must know and be interested in the history and literature of his country both past and present.

Work Honestly and Courageously

Boys and girls who are to count largely in our community life when they become men and women must be actuated by ideals of service, be able to think straight, and be willing to cooperate with others in those activities which make for the common good. The question for every teacher is, "Are my pupils developing these ideals and abilities now?"

—George D. Strayer

The work of education is to fit you to live in the actual world around you and further to work for that ideal which is to transform this imperfect world that is into the perfect world that is to be.

—Edward L. Thorndike

S U C C E S S

It's doing your job the best you can,
And being just to your fellow man;
It's struggling on with the will to win,
But taking loss with a cheerful grin,
And sharing sorrow, work, and mirth,
And making better this good old earth;
It's serving, striving through strain and stress;
It's doing your noblest: that's SUCCESS!

—Berton Braley

Preparation

What are your plans for the future?

Work is the expression of the joy in life with a definite end in view. The teacher's end in view is the boys and girls as capable men and women in a democracy. In all work we must take into consideration what we have to do with and plan accordingly. In teaching we have,—

First—The Material,

Boys and girls of many kinds.

Communities with various ideals.

Second—The Tools,

School house, library, places, ideas.

Third—Pattern,

A practical education.

Superintendent Maxwell says,—

“That education is eminently practical which develops in the boy:

First—Determination to succeed.

Second—Ability to weigh evidence and draw rational conclusions.

Third—Acquisition of tastes and habits which lead to happiness,—health, recreation, love of games and the appreciation of the best in nature, art, music, history, and literature.”

Love One Another

“There’s all of pleasure and all of peace
In a friend or two;
And all your troubles may find release
With a friend or two;
It’s in the grip of the clasping hand
On native soil or in alien land,
But the world is made—do you understand?
Of a friend or two..

A little laughter; perhaps some tears,
With a friend or two;
The days, the weeks, the months, the years
With a friend or two;
A vale to cross and a hill to climb,
A mock at age and a jeer at time,
The prose of life takes the lilt of rhyme
With a friend or two.

The brother-soul and the brother-heart
Of a friend or two
Makes us drift on from the crowd apart,
With a friend or two;
For come days happy or come days sad,
We count no hours but the ones made glad
By the hale good times we have ever had
With a friend or two.

Then brim the goblet and quaff the toast
To a friend or two,
For glad the man who can always boast
Of a friend or two;
The fairest sight is a friendly face,
The blithest tread is a friendly pace,
And heaven will be a better place
For a friend or two.”

The Travelers

Do your companions learn the road?

No two boys and girls are ever alike. Each day they are different and a new problem. It is what makes school teaching the most interesting and difficult work in the world. Remember always that they are your boys and girls, your problem.

"That Something"

There is something in each individual that makes him worth while. Try to arouse it. Make each child feel that he has a place in the world. Teach him to recognize his responsibilities. Get him to understand he can be the master of his own fate,—but in order to be the master of his fate he must be able to read and get the meaning of printed matter, to write a legible, courteous, correct letter, to figure accurately ordinary business problems, to do constructive work with his hands, and to know so well the ideals and principles of his country that they will guide and control his actions.

Be sure you teach him to set his sails in the right direction and when once he knows which is the right way he will always go.

Radiate Beauty and Happiness

Happiness comes from striving—doing—loving
—achieving—conquering—always something positive and forceful.

—David Starr Jordan



A SMILE

The thing that goes the farthest
toward making life worth while,
That costs the least and does the most,
is just a pleasant smile.
The smile that bubbles from the heart,
that loves its fellow men,
Will drive away the cloud of gloom
and coax the sun again.
It's full of worth and goodness, too
with manly kindness blent;
It's worth a million dollars and it
doesn't cost a cent.

A Wayside

The progress of the world depends on productive imagination. It is the ability to reconstruct experience so that when the mental image is produced in actual life it works. Use your productive imagination.

No matter what or where the school or the community, if you are its teacher it belongs to you. Make the best of it. Let your watchword be sincere friendly cooperation. See what you can do.

Influence the child and you influence the community.

Elevate the community's ideals and you raise the child's standards.

Suggestions

Join the neighborhood club.

Form a reading or literary society.

Get up a magazine exchange.

Help with a community improvement organization.

Encourage the parents to visit the school.

Try to find some special talent or advantage of the community to develop.

Have community singing.

Have special Friday afternoon programs.

Keep "open house" and have "evenings at home."

"It is a good and safe rule to sojourn in every place as if you meant to spend your life there, never omitting an opportunity of doing a kindness, or speaking a true word, or making a friend."

—Ruskin

Grow Each Day

Glad that I live am I,
That the sky is blue,
Glad for the country lanes,
And the fall of dew.
After the sun, the rain
After the rain, the sun,
This is the way of life,
Till the work be done.
All that we need to do,
Be we low or high,
Is to see that we grow
Nearer the sky.

—Elizabeth W. Reese



A Camping Place

Is there sunshine, shade, wood, pure water?

"Let the world be ever new to you" is Dr. Jordan's advice, and Stevenson's recipe for joyousness was "to take the old world by the hand and frolic with it."

Your school is your opportunity, see what you can do with it. Have your school authorities help you to make the school plant the best they possibly can.

Remember "that cleanliness is next to godliness." Paint, Jap-a-lac, or even whitewash often works miracles. Soap, Old Dutch Cleanser, water, rags help to transform dirty things. Waste baskets or cans, stove or incinerator dispose of paper and refuse. Books, furniture, and buildings should be free from marks. The yard should not have fox-tail and weeds, but have plenty of play room and apparatus and if possible garden and trees.

Don't talk dirt, talk cleanliness. Praise Mary's well combed hair or clean nails. "How nicely your dress is ironed! Did you do it yourself?" "Johnnie, how clean your waist is—you look like another boy in it." Thus Andrew and Lizzy are stimulated to clean up.

Remember also that "Order is heaven's first law." Hang pictures artistically. Place flowers in vases and have them fresh. Put books on library shelves and keep leaves pasted in. If you have a clock, keep it running or take it down. Have maps and curtains hung straight and if on rollers so they work. Hats, lunch baskets, drinking cups on shelf or hook and teacher's material in order.

Think Before Choosing

Not what we have, but what we use;
Not what we see, but what we choose—
These are the things that mar or bless
The sum of human happiness.

The things near by, not things afar;
Not what we seem, but what we are—
These are the things that make or break,
That gives the heart its joy or ache.

Not what seems fair, but what is true,
Not what we dream, but what we do—
These are the things that shine like gems,
Like stars in Fortune's diadems.

Not as we take, but as we give;
Not as we pray, but as we live—
These are the things that make for peace
Both now and after Time shall cease.

—Clarence Urmey.

The Driver

Do you choose the right road?

It is not what we know or what we see, but what we choose and do that counts. Know whether the up road or the down road is the right one, then see it and be sure and take it. Plan your work and know where you are going.

Have both a recitation and a study program. Establish a systematic way of doing things. If children follow a regular schedule, time is saved and good habits are formed. Have monitors or captains to help. Combine subjects, history and language. Where grades have similar work and the number small in each they may be united in such subjects as literature and spelling.

Have interesting work for a child to do when lessons are mastered. Have a reading table with Youth's Companion, Popular Mechanics, American Magazine, and books from the county library. In his desk a child could have a box with drawing and hand work material.

Open and close school with general exercises that all enjoy and take part in; flag salute, singing, current topics, voice drill, and stories all like.

A good leader and driver knows the road ahead and studies the one he is travelling. Take a teacher's magazine. Exchange school problems and magazines. There are many good ones. A practical one that many like is Normal instructor and Primary Plans. An excellent book for a teacher to own and use is Motivation of School Work, by Wilson & Wilson, Houghton Mifflin Co., Pub.

Work at school on school work. Play outside of school. Keep in touch with the world. Keep well. Be happy.

Try and Trust

When things go wrong, as they sometimes will,
When the road you're trudging seems all up hill,
When the funds are low and the debts are high,
And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest if you must—but don't you quit.

Life is queer with its twists and turns,
As every one of us sometimes learns;
And many a failure has turned about
When he might have won had he stuck it out.
So don't give up, tho' the pace seems slow,
You may succeed with another blow.

Often the goal is nearer than
It seems to the faint and faltering man;
Often the struggler has given up
When he might have captured the victor's cup;
And he learned too late when the night slipped
down,
How close he was to the golden crown.

SUCCESS is failure turned inside out—
The silver tint of the clouds of doubt.
And you never can tell how close you are,
It may be near when it seems afar.
So stick to the fight when you're hardest hit—
It's when things seem worst that you must not quit.

Gears and Brakes

Can you start, shift, and stop when you Should?

Make up your mind what to do and then do it. Thoughtless action makes trouble. Indecision gets you no place.

Your character is your will—It is emotion stimulating thought which results in action. Remember “The thought of today is the dream of tonight, the act of tomorrow, and the character of the future.”

Always keep your word with yourself and your pupils and see that your pupils keep their word. Never teach them they should not whisper and then let them whisper. Whispering may or may not be right, but knowing you should do a thing and not doing it is vicious. Say school is to commence at nine o'clock, then commence at nine, not one minute before or one minute after. Assign a lesson, say a problem in arithmetic or a poem to learn (be sure they have time and are capable of learning it) and then ask for it and see that it is done correctly and on time.

Maxwell says the best way to develop the determination to succeed is by doing, but it is encouraged by studying the lives of great men and women. Read and reread the lives of great men and see how their success was due largely to sticking to hard problems.

Dr. Jordan says,—“The clinching of good purposes with right action is what makes the man. This higher heredity does not come from one's father or mother, but is the work of the man on himself.”

Remember:

“The man who wins is the man who works,
Who neither labor nor trouble shirks,
Who uses his hands, his head, his eyes;
The man who wins is the man who tries.”

Be Kind and Just

The only road to advancement is to do your work so well that you are always ahead of the demands of your position. Our employers do not decide whether we shall stay where we are or go on and up; we decide that matter ourselves. Success or failure are not chosen for us; we choose them ourselves.

—Hamilton Wright Mabie.



MY CREED

To live as gently as I can,
To be, no matter where, a man,
To take what comes of good or ill,
But cling to faith, and honor still;
To do my best, and let that stand
As record of my brain and hand,
And then should failure come to me
Still work and hope for victory.

—Edgar A. Guest

Cross Roads

Are you developing the power to choose correctly?

REASON, or the ability to weigh evidence and draw rational conclusions is an essential quality of a citizen in a democratic society which often seems more of an exception than a rule. One often wonders what happens to the wideawake mind of the little child so ready to investigate, draw his own conclusions and act fearlessly.

Teach those subjects which function in the life of the child—physiology, agriculture, nature study, cooking, sewing give exceptional opportunities for weighing evidence when properly taught. If a child has some special interest, give him an opportunity to develop his initiative and individuality.

Kindly and thoughtfully discuss community problems and get all interested in cooperating to make it better.

Have a health exhibit. Children make posters on special topics. Get state board to send you material. Show the importance of pure milk and water. **Be sure your water supply at school is pure.** Have plenty of fresh air.

Facts in psychology help a child to weigh evidence. Why pay attention? Why concentrate when studying? Why be polite? Why have fair play in games? What is habit? How form habits? Make a list of good habits. Why keep your word? What is will? What is the difference between man and animal? What is thought? Are you in the habit of thinking?

Teach Peace

PEACE HYMN OF THE REPUBLIC

Our eyes have seen the horrors
Of devastating strife,
We have paid the cruel tribute
In our richest coin of life,
We have seen all good things crumble,
Every ill and terror rife,
While **War** was marching on!

Chorus

Oh, the horror of the conflict,
Oh, the sadness of the conflict,
Oh, the anguish of the conflict,
While **War** was marching on!

Let us beat the sword of battle
Into plowshares for the field,
Let us plant the seeds of kindness
For a great and glorious yield,
Love and truth put on for armor,
Fellowship of man for shield,
While **Peace** goes marching on!

Chorus

Glory, Glory Hallelujah!
Glory, Glory Hallelujah!
Glory, Glory Hallelujah!
While **Peace** goes marching on!

God has given us the weapons
Every joy of life to win;
They are love and thought for others,
Generosity within;
They are hope and faith and honor,
Love and fellowship of man,
While **Peace** goes marching on!

—Helen M. Sprague

Good Habits

How make life's travelling successful?

William McKinley said, "It is just as easy to form a good habit as a bad one, and it is just as hard to break a good habit as a bad one. So get the good habits and keep them."

The essentials to forming a habit are ideals, right environment, practice and resulting satisfaction. Your environment should produce ideals and practice in health, truth, correct thinking, punctuality, kindness, generosity, happiness, beauty, and faithfulness.

Teach children that pleasant emotions and good thoughts are life giving. Commence with a pleasant "Good morning." Close with a happy "Good night." Learn inspiring quotations. Look at beautiful pictures, (having something you can fasten them to and change them often.) Enjoy out of doors. Play vigorous, wholesome games at recess and noon. Proper recreation is one of the best solutions of the moral question. Sing beautiful songs. Gather your little people close about you when you sing and put happiness into it.

Have the reading habit. Read the biographies of great men and women. Search for the best in nations. Teach love and peace so that children think and live peace.

Give Inspiration

THE TWO TEMPLES

A builder builded a temple,
He wrought with care and skill,
Pillars and groins and arches
Were fashioned to meet his will.
And men said, when they saw its
 beauty,
"It shall never know decay;
Great is thy skill, O builder.
Thy fame shall endure for aye."

A teacher builded a temple,
She wrought with skill and care
Forming each pillar with patience,
Laying each stone with care,
None saw the unceasing effort;
None knew of the marvelous plan;
For the temple the teacher builded
Was unseen by the eyes of man.

Gone is the builder's temple,
Crumbled into the dust,
Pillars and groins and arches
Food for consuming rust.
But the temple the teacher builded
Shall endure while the ages roll;
For that beautiful unseen temple
Was a child's immortal soul.

A View

Do you stop and take one?

In our rush of the present day are we taking time to get the beauty and inspiration of the way? There is no work that has such opportunities as teaching. I wonder sometimes though, if in our endeavor to measure and test everything, we may not lose sight of the longings and desires of the child.

While the acquisition of the subject matter constitutes the main part of our work, it is not the final goal. The final goal is the development of the child's soul. The test of a good teacher is her ability to create a lasting interest in the best things of life, so that the child grows into a happy useful man or woman in society.

"Where there is no vision the people perish."

Let us see that our children are getting the vision. Perhaps it is at our mother's knee, or from a father's council, a fellow student's enthusiasm, a beautiful poem, a sunset, a forest, an earnest and devoted teacher. Let us see that they not only get the vision, but consider it thoughtfully and follow it consistently, so that at the end of the journey they, like Paul, can say:

"O Agrippa, I have not been disobedient to the heavenly vision."

The End

Do the lights of home welcome you?

All journeys in life are worth our while if "we keep our enthusiasm, our eyes open, the heart warm, and the pulses swift as we travel along". The best of it all, though, is reaching home and sharing the journey with the dear ones there and recalling it again many times in memory.

We hope that you have enjoyed the *Guide Posts* and found them suggestive and helpful. As we said in the beginning, the aim is only to indicate directions, --- each must do his own traveling.

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*“A road to go,
A friend to know,
A thought to make you smile,
A load to bear,
A song to share,
Oh! Isn't Life worth while!”*



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